

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
July 11, 2012**

Present:

William Harrison, Chairman  
Wayne McDevitt, Vice Chairman  
Janet Cowell, State Treasurer  
Melissa Bartlett  
Christine Greene

Shirley Harris  
Kevin Howell  
Patricia Willoughby  
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent      Patrice Faison, Principal of the Year Advisor  
Diane Frost, Superintendent Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Harrison called the July State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and called attention to the audience that, as noted on the website, the Board is meeting only on one day this month and would be taking all actions needed for the July agenda today.

He welcomed the Board's new advisors, North Carolina Principal of the Year Advisor Ms. Patrice Faison (Guilford County Schools) and Superintendent Advisor Dr. Diane Frost (Asheboro City Schools) to their first official Board meeting. Chairman Harrison noted that the new Teacher of the Year Advisor Ms. Darcy Grimes (Watauga County Schools) will join the Board in August; she is attending a session this week at the North Carolina Center for the Advancement of Teaching (NCCAT). Chairman Harrison also noted the absence of Board members Lt. Governor Walter Dalton, Reginald Kenan, John Tate and Tom Speed this month. All had obligations that prohibit their presence at this month's meeting.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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Vice Chairman Wayne McDevitt was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

Chairman Harrison asked for a motion to approve the minutes of the June 6-7, 2012, State Board meeting.

#### ***Discussion/Comments:***

- There was no discussion.

*Ms. Christine Greene made a motion to approve the minutes of the June 6-7, 2012, meeting. Seconded by Vice Chairman Wayne McDevitt, the Board voted unanimously to approve the minutes as presented.*

### **Closed Session**

Chairman Harrison explained that generally the Board holds its Closed Session at the conclusion of the committee meetings on Wednesdays; however, since the schedule is altered this month, the Board needs to hold its Closed Session now in order to vote on some of the Closed Session items when it reconvenes in Open Session. He apologized for the interruption in the agenda, but noted that the Board would only be in Closed Session for no more than 20 minutes. Chairman Harrison asked for a motion to convene in closed session.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to convene in Closed Session to consult with its attorneys on attorney-client privileged matters and to consider the handling of the following cases: North Carolina Marine Science Inc. a/k/a/ Cape Lookout Marine Sciences v. NC State Board of Education; and Hoke County v. NC State Board of Education.*

With no other business matters on the agenda, Chairman Harrison requested a motion to adjourn the Closed Session.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to adjourn the Closed Session and reconvene in Open Session.*

### **Reconvene in Open Session**

Chairman Bill Harrison called the meeting to order to reconvene the Open Session of the State Board of Education. He thanked the audience, online listeners and Twitter followers for their patience while the Board held its Closed Session.

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### **SPECIAL RECOGNITION – In-Coming State Board of Education Advisors**

- Ms. Patrice Faison, NC Wells Fargo Principal of the Year (Principal, Page High School, Guilford County Schools)
- Dr. Diane Frost, NC Association of School Administrators and NC School Boards Association Superintendent of the Year (Superintendent, Asheboro City Schools)

Chairman Harrison explained that each year at this time the Board welcomes its new advisors. The Chairman asked Board members to welcome Ms. Patrice Faison to the Board as the new Principal of the Year Advisor. He explained that Ms. Faison is currently the principal at Page High School. He noted that at the time of her selection as the NC Wells Fargo Principal of the Year, Ms. Faison was in her second year as principal of Oak Hill Elementary School in High Point. She has been credited with helping students achieve substantial academic growth at the school, formerly one of the state's lowest-performing schools. She has led two schools toward dramatic positive change. She has also served as principal of the Academy of Smith in Guilford County. She began her career in 1995 as a teacher at Stokesdale Elementary School. She holds National Board certification and a master's degree in elementary education and school administration from North Carolina A&T University.

Also welcomed to the Board as the new Superintendent Advisor was Dr. Diane Frost, Superintendent of Asheboro City Schools. Dr. Frost was selected last fall by the North Carolina School Boards Association and the North Carolina School Administrators Association as the North Carolina A. Craig Phillips Superintendent of the Year. Dr. Frost received her education at the University of Nebraska-Lincoln (B.M.E. and M.Ed.) and the University of North Carolina at Greensboro (Ph.D.). During her tenure as superintendent in Asheboro, Dr. Frost has successfully implemented measures leading to a narrowed achievement gap, record high graduation rate and increased college-going rate.

The new advisors were presented with SBE plaques, brief cases, and pins. The presentations were photographed.

### **KEY INITIATIVES REPORTS AND DISCUSSION**

- **Career and College Ready, Set, Go/Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

Using a PowerPoint presentation, Mr. Levinson provided a high-level summary of the RttT Progress Report from the U.S. Department of Education (USED) – Winter/Spring Year 2 and provided guidance to the Board for looking deeper into the 67-page report. Mr. Levinson was pleased to share that in the report USED recognizes the NC Department of Public Instruction for its strong support of administrators and educators as they prepare for new instructional standards that will better prepare students and the new assessments that will better measure what students know and are able to do.

Mr. Levinson noted that this report is meant to be an informal interim report. He explained that according to USED, this report is not intended to be a public report. Mr. Levinson explained that staff informed USED that the Department is committed to transparency; therefore, the report would be shared with the State Board, the Governor's Education Transformation Commission, the media, et.al. A formal report is expected in January 2013. The report is based primarily on the April 2012 site visit, monthly status reports and phone calls.

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Mr. Levinson noted that in April, the USED staff visited Person County Schools, Durham County Schools and Halifax County Schools as a means of getting a sampling from the LEA perspective regarding DPI's implementation of RttT. He noted that within the report there are quotes from LEA personnel for feedback purposes and to inform the process.

Extracting from the report, Mr. Levinson shared that USED commends North Carolina for building strong frameworks; planning, managing and evaluating projects; engaging stakeholders; supporting the transitions to the new 2012-13 school year; developing strong plans developed for the Cloud; designing a thoughtful system for measuring teacher effectiveness; and being on track with various innovative programs to develop effective teachers and school leaders such as the Regional Leadership Academy, the Teacher Corps, the Distinguished Leaders in Practice program; etc. USED also commended the Department for its District and School Transformation Program to turnaround the lowest-achieving schools; effective partnerships, and other features.

In response to Board member Harris' question about the status of the student survey pilot, Mr. Levinson explained that the Department piloted the student surveys in 47 districts. Staff members are in the process of analyzing the data. He anticipates staff will be ready to share the results with the Board by the end of the summer. Dr. Garland added that in September the Board will receive an update on Teacher Effectiveness.

Mr. Levinson also shared that USED is concerned about North Carolina's communication efforts; coordination of efforts; monitoring of the quality of state and local implementation; ambitious timelines for deliverables; supporting districts/schools using data, for example, the use of the longitudinal data system, IIS, etc. USED is concerned about the clarity and alignment of our STEM plans. In response to Vice Chairman McDevitt's query, Mr. Levinson stated that the Department has a plan and is working to address each of the areas of concern listed above.

Prior to speaking about the Status Rating Charts, Mr. Levinson emphasized that it is important to recognize that "yellow is the new green." He explained that in the first two columns the three-point rating system was used by USED (red, yellow, green). In 2012 and beyond, they are working with a four-point rating scale - green still means on track with high quality, yellow means generally on track and of higher quality with only a few aspects requiring additional attention. Mr. Levinson shared that unless an initiative is complete, none will fall into the green category – most should be yellow. Orange means off track with quality concerns and many aspects require significant attention, and red means significantly off track with many aspects requiring significant attention. For illustrative purposes, Mr. Levinson shared PowerPoint slides that show that, generally speaking, North Carolina is in yellow status with the exception of the STEM initiative which is rated as orange. At this time, Mr. Levinson fielded a few questions regarding the rating system and the monitoring system. A brief discussion occurred regarding STEM.

In terms of Next Steps, Mr. Levinson shared that the Department will continue its remodeling work, will continue to engage stakeholders, listen and adjust its plan as needed, and anticipate and address obstacles in the future.

## **STATE SUPERINTENDENT'S REPORT**

### **Superintendents' Quarterly Meeting**

Met with superintendents where the following items were discussed:

- An overview of timelines, project staff development needs, benefits and challenges to transferring all data from NCWISE to PowerSchool
- Status of the new Instructional Improvement System (IIS)
- Reason for move to new test for licensing elementary school teachers
- How the NC Education Cloud will benefit LEAs
- Details of the Elementary and Secondary Schools Act waiver (ESEA)
- Optional alternative accreditation plan

### **Recent Activities of the State Superintendent**

#### **☐ Delivered remarks/keynote address at**

- 2012 Governor Morehead School Employee Recognition luncheon, Raleigh, NC
- Greater Raleigh Chamber of Commerce Education Forum, Raleigh, NC
- Jay Robinson Leadership Award luncheon, Raleigh, NC
- NC School Counselor Association, Raleigh, NC
- Piedmont Triad Leadership Academy, Greensboro, NC
- Council of State Governments Digital Learning Summit, Panel Discussion, Washington, DC
- Superintendents' Summer Leadership Retreat, Asheville, NC
- Summer Leadership Conference, Asheville, NC
- North Carolina FFA State Convention, Raleigh, NC
- Summer Technology Institute for Educators, Durham, NC
- NC Business Committee for Education annual meeting, Raleigh, NC
- Governor's Hispanic/Latino Advisory Council-Education Team

#### **☐ Visited**

- Torchlight Academy, Raleigh, NC

### **Special Recognitions**

Neil Kimrey (Director, Instructional Technology) has been elected to the State Educational Technology Directors Association (SETDA) 2012-13 Board of Directors.

### **RttT Monthly Highlights of Activities Completed**

#### **RttT Management:**

- Provided monthly RttT status report to State Board of Education (SBE) 6/7, and to the Governor's Education Transformation Commission (GETC) 6/13
- Continued approval of Local Education Agency(LEA)/Charter School amended Detailed Scopes of Work (DSWs)
- Met via conference calls with Ohio Department of Education staff to discuss partnership to develop messaging around common/shared education reform goals and strategies; planned working group mtg in OH for 6/25-26
- Continued planning for READY meeting with Institutes of Higher Education (IHEs); tentatively scheduled for 8/10

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### **Standards & Assessments:**

- Continued review of external feedback on Assessment examples to be completed 6/30
- Posted final Social Studies Elective Unpacking document
- Delivered Common Core State Standards and North Carolina Essential Standards presentations during the first 2012 Summer Institute West (6/21-22)
- Posted Guidance Unpacking documents and additional support tools

### **Data Systems to Improve Instruction:**

- Continued comprehensive evaluation in preparation for negotiations and Best and Final Offer (BAFO) process – on track for August award
- Continued developing the IIS READY managing change effort; initial focus is on Phase I: Communication and Marketing
- Continued efforts to identify content for IIS and get ready to populate for the Learning Object Repository (LOR)
- Gathered feedback on the Data Guide

### **Great Teachers & Principals:**

- Worked with partner districts to place Teach for America candidates for the NC Teacher Corps (NCTC); Selected local school district (Durham Public Schools) for summer intern program for NC Teacher Corps practicum; designed 3-day professional development for NCTC summer interns
- Completed the fifth application cycle for Teach for America candidates in the Eastern North Carolina Corps and notified accepted candidates
- Conducted first of the six Summer Institute trainings (6/21-22, West) with approximately 400 participants in attendance
- Completed development of the 2012-13 Professional Development calendar that will be posted mid-July. It will include a Google Calendar sync feature and can be sorted by region, subject/topic or calendar view (monthly, weekly, daily). Scheduled meeting with RESA Directors for 7/26 to present the calendar and discuss planning
- Continued hiring of PD Contractors and Online Module Developers on PDI team
- Made preparations to deploy and launch the Phase II menu of modules by 6/30 (*NC School Executive Standards; Digital Literacies in the K-12 Classroom; Introduction to Data Literacy; Understanding Pre-K-6 Student Behavior in the Classroom; NC FALCON – Student Ownership Module; Online NC Educator Evaluation System Tutorial; NC Professional Teaching Standards Module at LEARN NC*)

### **NC Virtual Public Schools:**

- Delivered two day implementation training for face-to-face teachers in the three partner LEAs, including device deployment; held virtual teacher meetings once a week
- Developed two new relationships with IHEs: East Carolina University for Earth Science and UNC-Charlotte for Discrete Math
- Continued planning LEA Professional Learning Networks (including Twitter, Edmodo, and Google Hangouts) and calendar of events for 2012-13
- Worked on establishing virtual meeting with LEA technology officers and NCVPS technology staff on student device protocols and deployment

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- Completed the first two virtual STEM courses (Integrated Math I and Earth and Environmental Science) and continued development of the third virtual STEM course (Forensics)

#### **Turning Around the Lowest-Achieving Schools:**

- Continued work on hiring for RttT positions
- Continued weekly interviews for Instructional Coaches and School Transformation Coaches
- Worked on posting remaining six RttT vacancies (three Instructional Coaches and three School Transformation Coaches) into new HR system
- Held monthly District Transformation Coaches meeting, School Transformation Coaches meeting, as well as Instructional Coaches meeting
- Identified interim support for selected schools/districts until hiring process is complete for permanent positions
- Continued PD and Coaching for currently served schools/districts
- Continued assignment process for deployment of new coaching staff in served schools
- Continue planning for four regional two day Summer Professional Development for School Leaders Session #6, which will deal with the impact of classroom instruction on student learning, improving student-centered lesson

#### **NC Education Cloud:**

- Awarded iSeries IaaS to SAS; held iSeries kickoff meeting and initiated planning activities; developed initial iSeries checklist for LEA migration assessments
- Reviewed data integration plan and RFP with NC ITS and NCDPI providing several edited updates (plan to advertise in July)
- Updated Identity Access Management (IAM) RFP with NC ITS and IIS analysts feedback (plan to advertise in July)
- Approved LOR memorandum of understanding through the community college system office and submitted to NCDPI for consideration and approval
- Completed second quarter 2012 LEA Cloud update meetings with all eight regions
- Developed draft RFPs for mobile device management (plan to advertise in July) and managed VoIP; completed initial draft of AMTR RFP specifications (likely multiple RFPs)
- Presented summary Cloud support and sustainability plan to IIS and RttT leadership teams at NCDPI

#### **Science, Technology, Engineering & Math (STEM):**

- Provided two days of leadership coaching for principals at City of Medicine and North East Regional School of Biotechnology and Agriscience Anchor Schools and three days of leadership coaching for principals at the Columbus County Affinity Schools (NSP)
- Made preparations to provide professional development [NC New Schools Project Day, NC NSP three Day Summer Institute] for the four Anchor schools and 15 Affinity Schools (NSP); four days of PD (Anchors Away Summer Residency Program) for the four Anchor Schools (NSP)
- Planned STEM Webinar Schedule for 2012-13 (NCDPI)
- Received project work plans from teachers participating in the extended summer employment (NSP)

#### **Evaluation:**

- Received draft of local baseline expenditures report and provided feedback; currently under additional review

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- Received draft of online professional development report and provided feedback; currently under review
- Received draft of local strategic staffing report

## **BOARD MEETING AND COMMITTEE CHAIR REPORTS**

### **CONSENT AGENDA**

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Harrison noted seven items for consideration and asked if any Board members wanted to remove an item from the Consent Agenda. Board member Greene requested that HRS 3 be removed from the Consent Agenda and moved to an Action item under the HRS Agenda for additional clarification.

Chairman Harrison asked for a motion to approve GCS 4 – Future-Ready Occupational Course of Study: Proposed Temporary Waiver of Paid Employment Graduation Requirement; TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs: TCP 3 – Proposed Qualifying Praxis II Test Scores for Special Education: Learning Disabilities (0383), School Counselor (0421), General Science (0435), Biology (0235), Chemistry (0245), English Language Literature and Composition (0041), Social Studies (0081), and Principles of Learning and Teaching (0624); TCS 1 – NCVPS Advisory Board Membership; TCS 2 – Pre-approval of Financial and Business Services’ Policy Manuals; and HRS 2 – Interscholastics Athletics Policies Changes.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve GCS 4 – Future-Ready Occupational Course of Study: Proposed Temporary Waiver of Paid Employment Graduation Requirement; TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs; TCP 3 – Proposed Qualifying Praxis II Test Scores for Special Education: Learning Disabilities (0383), School Counselor (0421), General Science (0435), Biology (0235), Chemistry (0245), English Language Literature and Composition (0041), Social Studies (0081), and Principles of Learning and Teaching (0624); TCS 1 – NCVPS Advisory Board Membership; TCS 2 – Pre-approval of Financial and Business Services’ Policy Manuals; and HRS 2 – Interscholastic Athletics Policies Changes, as presented. (See Attachments GCS 4, TCP 2, TCP 3, TCS 1, TCS 2, and HRS 2)*



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**GLOBALLY COMPETITIVE STUDENTS**  
(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

***CONSENT***

**GCS 4 – Future-Ready Occupational Course of Study: Proposed Temporary Waiver of Paid Employment Graduation Requirement**

**Policy Implications:** SBE Policy # GCS-N-004; 16 NCAC 6d.0503

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

**Description:**

The Future-Ready Occupational Course of Study (FR-OCS) is one of two Future-Ready Courses of Study that students with disabilities may complete to receive a North Carolina diploma. Currently, students participating in the FR-OCS are required to complete 300 hours of supervised school-based vocational training, 240 hours of community-based vocational training and 360 hours of competitive, paid employment in an integrated employment setting. The students must be compensated at or above the federal minimum hourly wage. Students must complete the vocational training and competitive hours, in addition to completing all required state and local course credits and Individualized Education Program (IEP) goals which outline the computer/technology skills to be mastered.

The current economic recession has made it extremely difficult; and in many cases, impossible for students with cognitive disabilities to obtain competitive employment after completing their unpaid vocational training. If the current graduation requirement remains in place, hundreds of students with disabilities from all regions of the state will be denied a North Carolina diploma due to no fault of their own.

The Department of Public Instruction recommends that the paid employment graduation requirement for the FR-OCS continue to be amended to allow participating students in the graduating classes for the 2012-13 school year to substitute 360 hours of additional unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours for the 360 hours of competitive, paid employment hours if unable to secure paid employment in an integrated employment setting due to local job market conditions. Any community rehabilitation facility used must be considered an affirmative employer by the North Carolina Division of Vocational Rehabilitation. This recommendation means that students in the FR-OCS will still be required to complete a total of 900 hours of vocational training and/or employment in order to receive a North Carolina diploma. All paid employment, unpaid vocational training hours, internship hours, volunteer and/or community service hours will be conducted in accordance with the Fair Labor Standards Act and applicable state and federal child labor laws. In addition, LEAs will be required to maintain documentation of their attempts to help the student secure paid employment through referrals to the North Carolina Division of Vocational Rehabilitation, Division of Services for the Blind, Workforce Investment Act (WIA) funded youth employment programs and other appropriate adult employment service agencies. Evidence of interagency collaboration and referral(s) must be documented on the student's transition component of their IEP. The Department will evaluate the requirement of 360 hours of competitive, paid employment during the 2012-13 school year to determine the viability of this requirement.

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### **Recommendations:**

The Department of Public Instruction recommends that the paid employment graduation requirement for the OCS be continued to allow participating students in the graduating classes of the 2012-13 school year to substitute 360 hours of additional unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours for the 360 hours of competitive, paid employment hours if unable to secure paid employment in an integrated employment setting due to local job market conditions.

## **21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT** (Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

### ***CONSENT***

#### **TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs**

**Policy Implications:** SBE Policy # TCP-A-003

**Presenter(s):** Dr. Elissa Brown (Director, Teacher/Leader Preparation Programs) and Dr. Lynne Johnson (Director, Educator Recruitment and Development Division)

### **Description:**

In January 2008, the SBE adopted a proposal for a new program approval process. As part of the new process, Institutions of Higher Education (IHEs) were required to revision their teacher education and school executive preparation programs to meet the new standards adopted by the Board and to submit their proposals, known as Blueprints, for their new programs leading to licensure. These Blueprints were reviewed by trained teams of public school practitioners, content experts, and higher education faculty. In December 2009, August 2010, and December 2010, the Board approved revised undergraduate and graduate programs. This list includes IHEs seeking SBE approval to add new licensure areas.

### **Recommendations:**

It is recommended that the programs on the updated list be approved by the SBE.

### ***CONSENT***

#### **TCP 3 – Proposed Qualifying Praxis II Test Scores for Special Education: Learning Disabilities**

**(0383), School Counselor (0421), General Science (0435), Biology (0235), Chemistry (0245), English Language Literature and Composition (0041), Social Studies (0081), and Principles of Learning and Teaching (0624)**

**Policy Implications:** SBE Policy # TCP-A-003

**Presenter(s):** Dr. Lynne Johnson (Director, Educator Recruitment and Development Division) and Ms. Steleana Rountree (Consultant, Licensure Section)

### **Description:**

In February and March 2012, the Educational Testing Service (ETS) convened content-specific, non-overlapping expert panels to conduct regular updates and standard setting studies for the Special

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Education: Teaching Students with Learning Disabilities (0383) and Professional School Counselor (0421) Praxis II tests respectively. For each study, panelists from across North Carolina and the nation reviewed regenerated tests in their content areas and completed the standard setting process for the purpose of recommending qualifying scores to the departments of education in participating states. New qualifying scaled scores for each updated Praxis II exam are considered the equivalent of the current cut scores. Each test remains appropriate for assessment of individuals seeking a North Carolina educator's license in the specified areas.

In September 2012, ETS will discontinue several Praxis II content pedagogy tests that North Carolina currently requires, along with companion content knowledge tests in a combined scoring model. A single general pedagogy assessment, Principles of Learning and Teaching (PLT) test (0624), will replace all terminating content pedagogy tests, to accompany approved subject area tests. An independent scoring model will also replace the current combined scoring format. In response to these coming changes, the Licensure Section, in collaboration with the ETS, convened content-specific, non-overlapping expert panels to review the following currently approved content knowledge tests and set separate cut scores for each – Praxis II General Science: Content Knowledge (0435), Biology: Content Knowledge (0235), Chemistry: Content Knowledge (0245), English Language Literature and Composition: Content Knowledge (0041), Social Studies: Content Knowledge (0081). A similar process involving a panel of interdisciplinary experts was used to review and set a qualifying score for the PLT (0624). Each subject area test remains appropriate for assessment of individuals seeking a North Carolina Professional Educator's License in the specified areas. The PLT was also confirmed as appropriate for licensing purposes. The new scores and tests are effective September 1, 2012.

#### **Recommendations:**

This recommendation is presented for State Board approval of the following qualifying Praxis II scores: 151 – Special Education: Teaching Students with Learning Disabilities (0383); 156 – Professional School Counselor (0421); 151 - General Science: Content Knowledge (0435); 150 – Biology: Content Knowledge (0235); 152 – Chemistry: Content Knowledge (0245); 164 - English Language Literature and Composition: Content Knowledge (0041); 158 - Social Studies: Content Knowledge (0081); and 157 - Principles of Learning and Teaching (0624).

### **TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

#### ***CONSENT***

#### **TCS 1 – NCVPS Advisory Board Membership**

**Policy Implications:** SBE Policy # # TCS-B-002

**Presenter(s):** Mr. Ross White (Executive Director, NC Virtual Public School)

#### **Description:**

Article III (d) of the North Carolina Virtual Public School Advisory Board by-laws states that new board members will be nominated by the current board members or NCVPS representatives then presented to the SBE for approval, and Article II (a) of the North Carolina virtual Public School Advisory Board

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by-laws states that the North Carolina State Board of Education (SBE) shall approve nominations for members of the NCVPS Advisory Board.

**Recommendations:**

The State Board of Education is asked to approve Mr. Jack Hoke's nomination for membership to the North Carolina Virtual Public School Advisory Board.

**CONSENT**

**TCS 2 – Pre-approval of Financial and Business Services’ Policy Manuals**

**Policy Implications:** SBE Policy # TCS-T-000; TCS-M-003; TCP-D-003

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial/Business/Technology Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that does not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE).

The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy # TCS-T-000)
- Allotment Policy Manual (SBE Policy # TCS-M-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy # TCP-D-003)

Should circumstance and/or legislation action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

**Recommendations:**

It is recommended that the State Board of Education approve the manuals (Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual, and the Benefits and Employment Policy Manual for Public School Employees) at the July 2012 SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for fiscal year 2012-13 and supporting legislation.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE**

(Ms. Christine Greene, Chair; Mr. Reginald Kenan, Vice Chair)

**CONSENT**

**HRS 2 – Interscholastic Athletics Policies Change**

**Policy Implications:** SBE Policy # HRS-B-000; HRS-D-000; HRS-D-001; HRS-D-002

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**Presenter(s):** Ms. Katie Cornetto (Staff Attorney, State Board of Education), Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer, Department of Public Instruction) and Mr. Les Spell (Health Education and Physical Education Consultant, Department of Public Instruction)

**Description:**

In keeping with the Department of Public Instruction's protocol to move State Board of Education policies into a Rules format, four Interscholastic Athletics policies have been streamlined into two. APA Reference # and Category: 16 NCAC 6E.0201 is being repealed and that information moved to 16 NCAC 6E.0203. Attached are the proposed changes to the current policies.

**Recommendations:**

Board members are asked to accept the proposed policy changes.

## **ACTION AND DISCUSSION AGENDA**

### **GLOBALLY COMPETITIVE STUDENTS**

(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

### ***DISCUSSION***

#### **GCS 1 – North Carolina Extended Content Standards for Social Studies: High School**

**Policy Implications:** Session Law 2011-306: HB 342; PL 107-110, No Child Left Behind

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary Watson (Director, Exceptional Children Division)

**Description:**

The Exceptional Children Division, in collaboration with the K-12 Curriculum and Instruction Division, has developed the Extended Essential Standards for High School Social Studies; American History, and Civics and Economics. These Standards are the result of analysis of current research and state standards. The Standards are presented by content area.

The Standards also comply with the No Child Left Behind Act (NCLB, 2001) and the Individuals with Disabilities Education Improvement Act (IDEA, 2004), which permit states to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. The North Carolina Extended Standards were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant disabilities, is uniform with content standards and clarifying objectives for students without disabilities.

**Recommendations:**

State Board of Education members are requested to discuss, review and provide feedback on the new Extended Standards for High School Social Studies.

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#### **Discussion/Comments:**

- GCS Committee Chair Willoughby noted that this is a continuation of revisions under the Essential Standards work. She recognized Ms. Sherry Abernathy (Consultant, Exceptional Children Division) to lead the discussion.
- Ms. Abernathy shared that the Department has followed the same format for developing the Extended Standards for High School Social Studies, American History, and Civics and Economics as used in past content areas. They are consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most cognitive disabilities, is uniform with content standards and objectives for students without disabilities.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the July 2012 meeting and will return for action in August. (See Attachment GCS 1)

#### ***DISCUSSION***

#### **GCS 2 – High School Accountability Model: ACT and WorkKeys Benchmarks**

**Policy Implications:** N/A

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support); Dr. Tammy L. Howard (Director, Accountability Services); and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

#### **Description:**

The State Board of Education (SBE) included the ACT and WorkKeys assessments in the new high school accountability model which will be implemented beginning in 2012-13. At the July SBE meeting, information on the benchmarks (measure of college readiness) will be presented.

#### **Recommendations:**

State Board of Education members are asked to review and comment on the benchmarks.

#### **Discussion/Comments:**

- GCS Committee Chair Willoughby noted that this item is a continued discussion about the new accountability model. This item will return for the Board in September for action. She recognized Ms. Quick and Dr. Howard to lead the discussion.
- Ms. Quick explained that in preparation for moving forward with the reform, staff will provide updates on policy implications with ACT and WorkKeys benchmarks. She reminded Board members that the ACT and WorkKeys are two data points measuring college- and career-readiness and that those scores by themselves are important, but are actually part of a system to raise the bar of expectations and to predict student success. In closing comments, she noted that the most important thing that can be done to improve student performance on the ACT is to push students to take difficult and challenging courses. She also mentioned the *USA Today* article which talks about students reporting that school is too easy, the percent of students that say they are not writing in courses such as science, math, history; the survey data is from NAEP. The data solidifies why North Carolina is moving in the direction of making sure that all students

have options and are pushed for success in college. She provided some rules of interpretation on how the data will be used prior to recognizing Dr. Howard to provide the presentation.

- Using a PowerPoint presentation, Dr. Howard provided updates about ACT and WorkKeys. The ACT is one of six indicators for the high school accountability model. She reported that ACT conducted a study where they looked at students in credit-bearing entry-level courses comparing their performance in those courses to their ACT performance. ACT was able to determine that they could set benchmarks that would indicate a student's probability of earning a "C" or a "B." In addition, she explained that ACT has four subtests – mathematics, reading, English and science as well as a writing component in which North Carolina is participating. She noted that the benchmarks were set for the four subtests; there is not an official benchmark for the writing assessment, but ACT issues other information to establish a score of seven as the benchmark for the writing. She noted that the information in the third column is the national average of all students that took ACT in 2011, including all seniors. Dr. Howard explained that when ACT reports the information, it uses the student's most recent score, not the highest. She noted that for each one of the subtests, the national average is below the benchmark with the exception of reading and English which are slightly above the benchmark. She explained further that the last column shows the percent of students across the nation that met those benchmarks. Dr. Howard stated that staff members have held many discussions about the variability in those numbers.
- Dr. Howard explained that North Carolina is focusing on what it takes to be successful, not on the admission requirements. The UNC minimum composite is the average of the four subtests and does not include writing. She noted that it is important to remember that the Department's effort is to ensure that it is increasing rigor, raising the standards, having more expectations for students to graduate and be successful at the next level.
- Dr. Howard also highlighted participation by other states that have statewide administrations of the ACT. There are approximately nine states but for the purpose of this report the Department chose Kentucky, Illinois and Michigan to illustrate how their students are doing.
- After a brief conversation, Dr. Howard noted that the Department is moving from proficiency at grade level to college- and career-readiness. She stated that it is also going to be reflective in the state assessment while moving to standard setting after the administration of the assessments in 2012-13, the standard setting will reflect college- and career-readiness from grades 3 through end-of-course assessments. Superintendent Atkinson added that when looking at data about reading levels required in the workplace, sometimes those reading levels are higher than a typical freshman English course.
- Dr. Howard emphasized that the Department's reporting of the accountability model will be the grade 11 statewide administration. This includes all students with the exception of those students who participate in NC Extend 1; those students will have an alternate assessment at grade 11 to meet the federal requirement that all students must be tested during a statewide administration. This information has been communicated to the field.
- In response to Board member Bartlett's question about when to expect the results of this year's administration of the ACT, Dr. Howard noted that the results will be available in August.
- The next portion of the presentation focused on WorkKeys. Dr. Howard explained that WorkKeys has a benchmark as well. The benchmark for WorkKeys is Silver; there are Silver, Bronze, Gold and Platinum levels. Silver is at least a Level IV in each of the three subtests (core areas for WorkKeys). If a student earns a Silver certificate, then that student has the necessary foundational skills for 67% of jobs in the WorkKeys data base which is why the Department selected that level. Board member Willoughby added for clarity that Bronze, Silver,

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Gold and Platinum were not names chosen by North Carolina, but by WorkKeys and they are nationally accepted terms. Dr. Howard also reviewed the definitions for Bronze, Gold, and Platinum.

- Using PowerPoint slides, Dr. Howard shared the percent of students in North Carolina meeting the WorkKeys benchmarks. She did note that the data includes many adult test takers. The data used for accountability will concentrate on the seniors who are Career and Technical Education (CTE) concentrators and will not include adult test takers. She also showed the national results for comparison purposes.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the July 2012 meeting and will return for action in September. (See Attachment GCS 2)

## ***DISCUSSION***

### **GCS 3 – Extended Learning Opportunities (ELOs)**

**Policy Implications:** Follow-up Report Requested by the State Board of Education

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Data, Research and Federal Policy) and Dr. Vinetta Bell (Research Associate, Data, Research and Federal Policy)

#### **Description:**

The NC State Board of Education (SBE) requested a follow-up report to the initial report on Extended Learning Opportunities (ELOs) in North Carolina presented to the SBE in February 2012.

ELOs are instructional and learning strategies that use extended and/or altered time and other changes to the school day and school calendar to increase student achievement. Remediation, tutoring, slower pacing of instruction and learning activities, acceleration, new or different courses and programs, and fieldtrips are some of the different ways in which ELOs are provided. Staff assignments for extended or otherwise altered days or calendars, transportation issues, costs, and inconsistent outcomes are some of the challenges of ELOs programs. Most ELO programs in the United States are targeted to struggling students; however, students at all achievement levels are included nationally and internationally in ELOs.

This ELOs follow-up report identifies research that supports and aligns with the recommendations that were included in the initial ELOs report to the SBE. The appendices include an annotated bibliography, a second bibliography that was included with the initial ELOs report to the SBE, and a document that permits further insight into ELOs.

#### **Recommendations:**

The SBE is asked to review and discuss the report at the July meeting.

#### **Discussion/Comments:**

- GCS Committee Chair Willoughby noted that this discussion is a follow-up from the February Board meeting and the initial report on the learning strategies that use extended time outside of



the regular school day and calendar to increase student success. She recognized Dr. Fabrizio to lead this discussion.

- Dr. Fabrizio introduced this presentation by sharing an article about Massachusetts 2020 and how several days ago the Governor in Massachusetts signed a \$32 billion budget for fiscal year 2013 and increased the funding for Expanded Learning Time initiative to \$14.17 million. He recognized Dr. Vinetta Bell who is responsible for reading all of the research noted in the report. Dr. Fabrizio explained that at the conclusion of the February presentation, Dr. Harrison directed staff to develop specific recommendations and list the research to support the recommendations. He spoke briefly about the main priority of the Extended Learning Opportunities Follow-up Report which is to recommend that the State Board seek funds from the NC General Assembly during its long session, beginning in 2012, in order to expand reading learning opportunities for students not at grade level in kindergarten, first, second, and third grades based on multiple measures, such as diagnostic testing, benchmarks, and pre-school experiences. In addition, Dr. Fabrizio reviewed three other sub-recommendations including encouraging all LEAs and charter schools to consider Extended Learning Opportunities as part of what they do to increase achievement; to encourage the LEAs and charter schools to explore ways to use their breaks/intersession times/summer school to implement Extended Learning Opportunities; and for the Department to continue conducting research on this matter while continuing to update the Board, LEAs, and charter schools about the research. Dr. Fabrizio noted that the research is a great source of information.
- In response to Chair Willoughby's request for direction, Chairman Harrison suggested that the GCS Committee consider these recommendations moving forward and while considering future budget requests.
- Board member Bartlett noted that attrition occurs particularly for students who have risk factors in learning when they are not in school. LEAs and charters have the option to extend fewer days with more time during the day in their calendar. Even though the time is the same number of hours, students have a larger period of time that interrupts learning rather than incremental or habitual over a longer period of time. She stated that most research shows that attrition has an impact; therefore, this will become more important. A brief discussion occurred regarding the impact of the calendar on learning.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the July 2012 meeting. (See Attachment GCS 3)

## 21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT (Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

### ***ACTION***

#### **TCP 1 – Proposed Evaluation Rubric for Speech-Language Pathologists**

**Policy Implications:** SBE Policy # TCP-A-001

**Presenter(s):** Mrs. Mary N. Watson (Director, Exceptional Children Division) and Dr. Lynne Johnson (Director, Educator Recruitment and Development Division)

**Description:**

In June 2007, the State Board of Education approved new professional standards for the evaluation of teachers. An evaluation rubric for North Carolina's Speech-Language Pathologists (SLP) aligned with the new teacher standards has now been developed. This evaluation rubric is based on the current North Carolina SLP standards as well as those of the American Speech-Language Hearing Association (ASHA). This evaluation tool was developed by Dr. Jean Williams, representatives from Institutions of Higher Education Speech-Language programs and practitioners across the state employed by public school systems.

**Recommendations:**

The State Board of Education is asked to approve the evaluation rubric for Speech-Language Pathologists.

**Discussion/Comments:**

- TCP Committee Chair Harris reminded Board members that in June 2007, the State Board approved new professional standards for the evaluation of teachers. An evaluation rubric has been developed for Speech-Language Pathologists, aligned with the new teacher standards. She noted that along with the Institutions of Higher Education Speech-Language programs and statewide practitioners, the evaluation tool was developed by Dr. Jean Williams. This item has been thoroughly discussed and vetted, according to Chair Harris.
- There was no further discussion.

*Upon motion by Ms. Shirley Harris, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the proposed evaluation rubric for Speech-Language Pathologists, as presented. (See Attachment TCP 1)*

**LEADERSHIP AND INNOVATION COMMITTEE**

(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)

***ACTION ON FIRST READING***

**LFI 1 – Revocation of Academically Inadequate Charters**

**Policy Implications:** General Statute § 115C-238.29G; SBE Policy # TCS-U-010

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

**Description:**

In August 2011, Senate Bill 8 revised the Charter Schools Act requiring the State Board to adopt criteria that defined adequate and inadequate performance of charter schools. Prior to the legislative revision, the State Board of Education had already modified policy TCS-U-010 in December 2009. The policy defined substandard performance that said the Board “shall revoke the charter of any charter school when, for two of three consecutive school years, the charter school does not meet or exceed expected growth and has a Performance Composite below 60%.” If a charter school failed to attain those basic

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standards, the newly revised charter law granted authority to the State Board to "terminate or not renew a charter."

On September 23, 2011, the Office of Charter Schools notified seven schools in writing of their status under the Statute and Board policy. They were informed that the assessment results from the last two years were subpar; and, pending the results of the 2011-12 school year, the charter school could be deemed academically inadequate. The letter further stipulated that the Office of Charter Schools would examine the preliminary results of the current academic year to determine any recommendation that may need to go before the State Board.

When the Office of Charter Schools received the preliminary test results, they notified Bridges Charter School and Highland Charter School on June 13, 2012, that they had failed to attain a 60% performance composite or meet their growth targets. Since both schools failed to meet those standards the last two consecutive years and have been deemed academically inadequate, their charters are to be terminated according to the revised Charter Schools Act and Board policy TCS-U-010.

#### **Recommendations:**

This item is presented for Action on First Reading during the July 2012 meeting of the State Board of Education.

#### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett recognized Dr. Joel Medley to lead this discussion.
- Dr. Medley stated that the purpose of this item is to initiate the revocation of two charter schools – Bridges Charter School and Highland Charter School.
- Dr. Medley explained that seven charter schools were notified in September of their status based upon the revisions of Senate Bill 8 last year and State Board policy in 2009. The charters were informed that the assessment results from the last two years were subpar; and if they did not obtain a 60 percent performance composite or make growth this year, then they would be deemed academically inadequate. Of those seven notified charter schools, five met the standards.
- There was no further discussion.

*Upon motion by Ms. Melissa Bartlett, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to initiate the revocation of the charters of Bridges Charter School and Highland Charter School in compliance with the Charter Schools Act and SBE Policy # TCS-U-010. (See Attachment LFI 1)*

#### ***ACTION ON FIRST READING***

#### **LFI 2 – Calendar Waivers for Educational Purposes**

**Policy Implications:** General Statute § 115C-84.2

**Presenter(s):** Mr. Rob Hines (Director, LEA Projects)

### **Description:**

School-based calendar waiver requests are submitted for State Board action per G.S. § 115C-84.2. The State Board may waive the specified opening and closing dates for educational purposes that include 1) a specific school to accommodate a special program offered generally to the student body of that school, 2) a school that primarily serves a special population of students, or 3) a defined program within a school. Durham Public Schools submitted these two requests for consideration by the SBE in July 2012.

### **Recommendations:**

The State Board is requested to approve the recommendations by the Department of Public Instruction.

### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett recognized Mr. Rob Hines to lead this discussion.
- Board member Patricia Willoughby recused herself from discussion and voting on this item.
- Mr. Hines presented two calendar waiver requests from Durham Public Schools for the Board's consideration. He explained that the City of Medicine Academy is a cooperative innovative high school located next to Durham Regional Hospital campus; it is not located on a college campus despite its proximity to the Duke/DRH campus, the high school is technically not physically located on campus. Students participate regularly on the Durham Regional Hospital campus which is part of Duke University. In compliance with the legislation, the school must request a waiver because they are not located on campus.
- Mr. Hines explained that Fuller Performance Learning Center is a new alternative high school where Durham Public School plans to implement a dropout recovery program designed around a 210-day school year using the Edison Learning Bridgescape program. The extended calendar in combination with a shorter school day will permit students enrolled in the program to work while continuing to pursue their high school diplomas. Durham Public Schools additionally requested a seat-time waiver for this program. Both waivers will be applied only to the students enrolled in the dropout recovery program.
- Mr. Hines explained that by way of addressing calendar laws, these two waivers will be for the 2012-13 school year. But Durham Public Schools will need to consider other options in the future along with other school districts. Chairman Harrison directed Mr. Hines to ensure that all of the schools that have been granted waivers are aware of and understand the impact of the legislation.
- There was no further discussion.

*Upon motion by Ms. Melissa Bartlett, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the calendar waiver requests for the City of Medicine Academy and Fuller Performance Learning Center of Durham Public Schools, as presented. (See Attachment LFI 2)*

### **ACTION ON FIRST READING**

#### **LFI 3 – Program Approval Requests Under the Innovative Education Initiatives Act**

**Policy Implications:** Session Law 2012-142

**Presenter(s):** Mr. Rob Hines (Director, LEA Projects)

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### **Description:**

Session Law 2012-142 (H950 – the budget bill ratified on July 2, 2012) states “Notwithstanding G.S. § 115C-238.51, the State Board of Education shall approve the establishment of a cooperative innovative high school pilot by the local boards of education of the Davidson County Schools, Thomasville City Schools, and Lexington City Schools and the local board of trustees of Davidson County Community College under Part 9 of Article 16 of Chapter 115C of the General Statutes. The pilot shall be known as the Yadkin Valley Regional Career Academy.”

### **Recommendations:**

The State Board of Education is required to approve the program as presented.

### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett recognized Mr. Rob Hines to lead this discussion.
- Mr. Hines explained that in the original LFI 3 materials there was a request from Watauga County Schools for a new cooperative innovative high school; however, based on legislative changes related to how those schools are funded, particularly ninth and tenth grade classes, that item has been pulled from the agenda. Mr. Hines noted that he is currently in discussions with Watauga County School administrators about how their request needs to be adjusted.
- Another request, also affected by the Budget Bill passed last week is presented for consideration. Mr. Hines shared that the Budget Bill states that the State Board shall approve the establishment of a pilot cooperative innovative high school in Davidson County Schools, Thomasville City Schools, and Lexington City Schools and the local board of trustees of Davidson County Community College under Part 9 of Article 16 of Chapter 115C of the General Statutes. The pilot shall be known as the Yadkin Valley Regional Career Academy.
- There was no further discussion.

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Yadkin Valley Regional Academy program request under the Innovative Education Initiatives Act as presented. (See Attachment LFI 3)*

### ***DISCUSSION MOVED TO ACTION ON FIRST READING***

#### **LFI 4 – Revisions to NCVPS Vendor Approval Process for Virtual Courses**

**Policy Implications:** SBE Policy # GCS-M-001 and TCS-D-002

**Presenter(s):** Mr. Ross White (Executive Director, NC Virtual Public School)

### **Description:**

Language in Session Law 2011-145 SECTION 7.22 (h).(2) requires local education agencies and charter schools to obtain permission from NCVPS before offering any virtual course for credit other than ones administered through NCVPS. Therefore, it is not legal to offer non-NCVPS courses to any public school student without written permission from NCVPS. *Standards for Online Courses* were approved by the SBE at the December 2011 meeting, and an approval process was approved by the SBE at the January 2012 meeting.

The course approval process has raised numerous questions from public schools about the role of online university and community college courses. The revisions to this process clarify that courses from UNC-system campuses and the North Carolina Community College System can be evaluated at the campus offering the course. As NCVPS is charged with consolidating all e-learning offerings for K-12, campuses must still develop offerings in coordination with NCVPS. Additionally, online courses for college credit from other accredited universities may be offered for K-12 credit. Courses offered only for K-12 credit from entities outside the UNC system and North Carolina Community College System must be evaluated.

### Recommendations:

N/A

### Discussion/Comments:

- LFI Committee Chair Melissa Bartlett recognized Mr. Ross White to lead this discussion.
- Mr. White shared that State Superintendent Atkinson mentioned several weeks ago that, at the present time, the approval process is written in such a way that advanced coursework for dual enrollment would have to go through the approval process. This revision clarifies that advanced courses for dual enrollment with accredited institutions of higher education (IHEs), the IHE in question could present an approval request. He stated that in cases where the course must be aligned to the *NC Standard Course of Study*, the IHE would have to show the alignment; however, they could present the results of the evaluation and the director of NCVPS could choose to approve the course. A brief conversation occurred.
- Chairman Harrison asked if it would be helpful to move this item from Discussion to Action on First Reading if there were no objections. Mr. White indicated that it would benefit some school districts. There were no objections
- There was no further discussion.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Shirley Harris, the Board voted unanimously to move this item from Discussion to Action on First Reading.*

*Upon motion by Ms. Melissa Bartlett, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the revisions to NCVPS Vendor Approval Process for Virtual Courses, as presented. (See Attachment LFI 4)*

### **ACTION ON FIRST READING**

#### **LFI 5 – Revocation of Cape Lookout Marine Science High School**

**Policy Implications:** General Statute § 115C-238.29G; SBE Policy # TCS-U-010

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

### **Description:**

The State Board of Education, at its regularly scheduled February 2012 meeting, took no action to renew the charter for Cape Lookout Marine Science High School. The board of Cape Lookout waited until

June to file its appeal, so, at this time, the charter school remains open pending the outcome of that appeal.

Since the State Board's decision in February 2012, new information has come to light in areas of finance, governance, and academics that call into question the financial and educational viability of the school as well as the ability of the nonprofit board of directors to perform its statutory responsibility of operational oversight. These discoveries warrant action to initiate the revocation of the existing charter for Cape Lookout.

G.S. § 115C-238.29G says the State Board of Education may terminate a charter based upon the following grounds:

- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
- (6) Other good cause identified.

This new information falls within the statutory authority granted to the State Board of Education.

#### **Recommendations:**

It is recommended that the State Board of Education accept the recommendation of the Leadership for Innovation Committee to initiate the revocation process for Cape Lookout Marine Science High School.

#### **Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett recognized Dr. Medley to present this item. Dr. Medley reminded State Board members that, in February, they received a recommendation from the Public Charter School Advisory Council that Cape Lookout Marine Science High School would not receive a renewal of their charter. He noted that the Board did not take action; therefore, the charter effectively expired on June 30, 2012. Dr. Medley explained that the board of Cape Lookout waited until June to file its appeal, so, at this time, the charter school remains open pending the outcome of that appeal.
- Dr. Medley explained that since February 2012, new information has come to light in areas of finance, governance, and academics that call into question the financial and educational viability of the school as well as the ability of the nonprofit board of directors to perform its statutory responsibility of operational oversight. Dr. Medley explained further that the state's law permits the State Board of Education to terminate a charter based on the grounds listed in the description above. Dr. Medley noted that the recommendation is to initiate the revocation process for the Cape Lookout Marine Science High School charter.
- There was no further discussion.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to initiate revocation of the charter of Cape Lookout Marine Science High School on the grounds of: inadequate academic performance, failure to adhere to sound financial practices, and failure to adhere to the terms and conditions of its charter. (See Attachment LFI 5)*

## ***NEW BUSINESS***

### **NCVPS Update from Executive Director Ross White.**

Using a PowerPoint presentation, Mr. White explained that the enrollment numbers have doubled since May from 12,188 enrollments to 24,422. He explained that allotments for NCVPS are done on a projection-based system. This year school districts had the opportunity to look at their projections and let NCVPS know in advance if they would exceed their initial projections. While not guaranteed, there is some reserve funding available. Ten school districts adjusted their projections.

Mr. White reported that there are 8,004 enrollments for summer school which began in June; that number is down 20 percent from last summer. He explained that there are several factors that can explain the drop in enrollment including that several courses were unavailable, currently doing revisions for Common Core as well as converting from the Blackboard platform to the Moodle platform which took up a significant amount of the resources.

Mr. White explained that the reason it is important for the systems to adjust their enrollment is that when the funding formula was released there was not a lot of time for school systems to understand fully the ramifications for the projection-based system. A number of systems used most of their projections for the summer and fall sessions for the year and went into the spring needing to use the reserve. This year school districts received the projections early which allow some opportunity for feedback and for managing those resources. Fall numbers are running higher than where fall numbers were at this point last year, according to Mr. White. The reserve fund is to cover unexpected growth. Mr. White noted that NCVPS waited too long to implement the reserve last year and could not get adequate information about what the process would look like. LEAs can request reserve funds immediately upon expending their allotted funds; disbursements are October 15 and November 15, then becomes first-come, first-served.

In terms of Student Life, NCVPS continues to expand these programs to include the adding peer tutoring for additional courses in the Peer Tutoring Center. NCVPS has also launched a Literary Magazine including works from English, journalism and social studies courses as well as a blanket announcement across the school with submissions coming in. The first online issue should be produced in the fall.

In closing comments, Mr. White spoke brief about the shared courses initiative. Shared courses include five Chinese courses, two Japanese courses, and two Arabic courses. He explained that districts can request a copy of the courses from NCVPS. NCVPS will send a full copy of all of the materials and assessments to the LEAs and they can offer the course themselves. This would allow for some flexible staffing solutions. NCVPS is still in the process of determining the licensing situation for some of the courses. The website is: <http://www.ncvps.org/index.php/shared-courses-2/>.

Following the presentation, Chairman Harrison announced that Mr. White will be leaving NCVPS at the end of July to join the NC School of Science and Mathematics (NCSSM). He commended Mr. White for his leadership and for taking NCVPS to the next level with initiatives such as shared courses. On behalf of the Board, Chairman Harrison thanked Mr. White for his commitment to NCVPS and wished him much success at NCSSM.



**HEALTHY RESPONSIBLE STUDENTS COMMITTEE**  
(Ms. Christine Greene, Chair; Mr. Reginald Kenan, Vice Chair)

***ACTION ON FIRST READING***

**HRS 1 – Alternative Learning Program Application**

**Policy Implications:** General Statute § 115C-105.47A; SBE Policy # GCS-Q-001

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Donna Brown (Director, Federal Program Monitoring and Support)

**Description:**

General Statute § 115C-47(32a) requires each local education agency to establish at least one alternative school or alternative learning program. Edgecombe County is closing the Roberson Center for Educational Achievement (330-310) and is proposing to expand the Having Options Pursuing Excellence (HOPE) alternative learning program sited at the Opportunities Industrialization Center, Inc. in Rocky Mount. The HOPE program is currently being used to serve short-term suspended students in the Edgecombe County and Nash/Rocky Mount school districts and will be modified to serve at-risk Edgecombe County students in grades 6-12.

**Recommendations:**

It is recommended that the application presented to the State Board of Education be approved.

**Discussion/Comments:**

- HRS Committee Chair Christine Greene recognized Ms. Donna Brown to lead this discussion.
- Ms. Brown explained that Edgecombe County is closing the Roberson Center for Educational Achievement and is proposing to expand the Having Options Pursuing Excellence (HOPE) alternative learning program in Rocky Mount. She noted that state statutes require each LEA to operate as least one alternative school or alternative learning program to increase services to at-risk students. Effective June 2012, the Edgecombe County Board of Education approved the closure of the Roberson Center for Educational Achievement. In the proposal, Edgecombe County Schools will collaborate with the Nash/Rocky Mount school district to modify the HOPE program to serve at-risk Edgecombe County students in grades 6-12. Ms. Brown reported that the reason for requesting this change is that HOPE has been operating since 2006 and has demonstrated positive results. Allowing this change will also allow Edgecombe County to capitalize on its limited local resources, according to Ms. Brown. The Department recommends approval of this request as submitted.
- There was no further discussion.

*Upon motion by Ms. Christine Greene, and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the HOPE Alternative Learning Program application, as presented. (See Attachment HRS 1)*

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***MOVED FROM THE CONSENT AGENDA TO ACTION***

**HRS 3 – Middle/Junior High School Athletics Manual Revisions**

**Policy Implications:** General Statute § 115C-47(4); SBE Policy # HRS-D-002

**Presenter(s):** Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer, Department of Public Instruction) and Mr. Les Spell (Health Education and Physical Education Consultant, Department of Public Instruction)

**Description:**

Changes to the Middle/Junior High School Athletics Manual reflect recent policy and rule changes and alignment with best practices for safety for student athletes.

**Recommendations:**

State Board members are asked to accept the proposed changes to the manual.

**Discussion/Comments:**

- HRS Committee Chair Christine Greene noted that HRS 3 was pulled from the Consent Agenda earlier today in order to provide for additional discussion and action resulting from concern expressed to her from the field. She recognized Ms. Hildebrand to lead the discussion.
- Ms. Hildebrand explained that the concern from the field involved revision #6 in the summary (pgs. 10-11) in the manual which states that football for middle school could be played in a season other than the fall. The change struck the sentence that stated football shall be played as a fall sport. The new wording states that all sports may be played during any season of the school year and run as follows. The next three points of information listed the dates for the fall, winter, and spring seasons. Several reasons for providing the flexibility include sharing facilities and coach staffing, according to Ms. Hildebrand. Another big emphasis was based on the Gfeller-Waller Concussion Act because in some areas of the state there are not enough first responders and athletic trainers to cover the football practices and games at both the middle school and high school at the same time. So this was a flexibility option, not a requirement.
- Ms. Hildebrand shared that she understood that during the deliberations the only feedback received by staff was from Pitt County Schools about this issue.
- As a former middle school teacher, Board member Harris spoke about the conflicts related to facilities and it seems that middle school sports always come in last. She noted that she would be opposed to the flexibility. Ms. Woolard also spoke briefly about the proprietary claims and that middle school sports deserve an opportunity to share the fields.
- Principal of the Year Advisor Faison noted her concern as a parent of a middle school child that what might happen is middle school sports will be pushed to the side since there is already a battle for the field. Now middle schools will be told that they can play during another season and it will be seen as not an option, but a suggestion since the Board put it there.
- Vice Chairman McDevitt understood the concerns expressed, but felt like it was a local decision.
- There was no further discussion.

*Vice Chairman Wayne McDevitt moved to accept the proposed changes to the Middle/Junior High School Athletics Manual, as presented. The motion was seconded by Mr. Kevin Howell.*

*Ms. Shirley Harris made a substitute motion to approve the proposed changes to the Middle/Junior High School Athletics Manual with the exception of the flexibility change in the status of the middle school football program. The motion was seconded by Ms. Jean Woolard. Chairman Harrison called for a vote by hand. Board members voting in favor of the substitute motion were Ms. Shirley Harris and Ms. Jean Woolard. Those voting in opposition of the substitute motion were Ms. Melissa Bartlett, Mr. Kevin Howell, Vice Chairman Wayne McDevitt, Chairman Bill Harrison, and Ms. Patricia Willoughby. The substitute motion failed.*

*The original motion was placed back on the table. Chairman Harrison called for a vote by hand. Board members voting in favor of the motion were Ms. Melissa Bartlett, Mr. Kevin Howell, Vice Chairman Wayne McDevitt, Chairman Bill Harrison, and Ms. Patricia Willoughby. Those voting in opposition were Ms. Shirley Harris and Ms. Jean Woolard. The motion carried. (See Attachment HRS 3)*

## **TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

### ***UPDATE ON CONTRACTS***

(See attachment)

TCS Committee Chair Kevin Howell encouraged Board members to review the contracts listed for information in the Board materials.

### **CHAIRMAN'S REMARKS**

#### **Legislative Update**

Ms. Ann McColl (Legislative Director)

As Ms. McColl approached the podium, Chairman Harrison commended her for her many long hours and tireless efforts on behalf of the State Board, DPI and public education. He expressed appreciation to her for representing and advocating so well.

Ms. McColl highlighted several key legislation of the 2012 Session of the General Assembly impacting public education. Board members will have access to all of the provisions online. She noted that there will be items that will need to come before the SBE for deliberation. Along with the State Superintendent and DPI staff members, she has already begun to meet with General Assembly members to prepare for issues related to the long session; one example being the Report Card. Ms. McColl also noted that the number of reports required by the Department and

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State Board has increased; she is updating the chronological listing and will disseminate the list revised schedule shortly.

Ms. McColl noted that items 1 and 2 below are high-stakes provisions. She has begun setting up meetings with LEA superintendents and their RESAs to begin conversations on how to take this legislation forward in the most productive manner for school districts.

The school calendar provision (G.S. § 115C-84.2) is a part of the Excellent Public Schools Act and has been amended. Ms. McColl noted that the provision requires 185 days or 1,025 hours of instruction covering at least nine calendar months. A lot of concern has been raised about whether we will see shorter school days, according to Ms. McColl. The provision also eliminates the waiver of up to five instructional days if the State Board finds that it will enhance student performance. The opening date is changed from not before August 25 to no earlier than the Monday closest to August 26; the State Board may waive this for showing of good cause and allow the local board to set an opening date no earlier than the Monday closest to August 19. "Good cause" is limited to severe weather conditions and is defined the same as previously in statute except that partial days of closure cannot be counted. (Year-round schools also are exempted). The closing date is also changed from not after June 10 to not later than the Friday closest to June 11. The provision eliminates all waivers for educational purpose. The statute previously had allowed these waivers in order to allow a different calendar for a specific school to accommodate a special program or population of students. Ms. McColl also noted that the provision creates an exception for cooperative and innovative high schools: these schools are not subject to calendar requirements other than 185 days or 1,025 hours of instruction covering at least nine calendar months. The exemption is written broadly to state that the requirements of the school calendar law (G.S. § 115C-84.2) do not apply to these schools. This would appear to go much broader than just the opening and closing date given the breadth of this statute.

Vice Chairman McDevitt suggested that staff collect data prior to the next legislative session to share with legislators about how the calendar law affects students, teachers, and school systems. Mr. Hines noted that there are schools that will be affected by the elimination of the educational purpose calendar waivers because they are not innovative high schools, but have been granted waivers. A brief discussion ensued.

As it relates to teacher preparation programs, Ms. McColl stated that this is a bipartisan bill. Community Colleges have been added to ensure continuation of lateral entry programs. In addition, arts integration across the curriculum was also added as well as technology-based formative and summative assessment to ensure teachers are prepared to use them.

In addition, SB 724 directs the State Board to study the graduation requirements for students not planning to continue education beyond high school. Ms. McColl explained that they are asking the Board to consider a five-year program. In addition, SB 724 also requires an RttT status report to the JLEOC.

SB 707 makes it a class 2 misdemeanor for students who intimidate or torment school employees. She explained the provisions related to the transfer of teacher salary funds and the five days of annual leave bonus for the 2012-13 school year, and the repeal of teacher prepay prohibition. A brief discussion ensued about when school employees would actually be able to take the five annual leave days.

#### **Legislation of the 2012 Session of the General Assembly impacting public education:**

1. Improve K-3 Literacy – diagnostics/assessments, 3<sup>rd</sup> grade retention (HB 950, Section 7A.1)
2. School Performance Grades – A-F school report card (HB 950, Section 7A.3)
3. School Calendar (HB 950, Section 7A.11 – added in SB 187, section 2.5)\*
4. Teacher preparation programs: rigor in reading, mathematics, arts integration across the curriculum and in technology-based formative and summative assessments (SB 724)

5. SBE study of graduation requirements for students not planning to continue education beyond high school (SB 724)
6. Outline of Race to the Top initiatives and State Board requirement to report to Joint Legislative Education Oversight Committee on progress towards implementation on a semi-annual basis until September 15, 2014. (SB 724)
7. New class 2 misdemeanor for a student to intimidate or torment a school employee by acts such as building a fake profile or Website or posting real or doctored images of the employee; transfer of convicted student to another school is required with limited exceptions (SB 707)
8. Transfer of teacher salary funds on the step corresponding to six years of experience on the "A" Teachers salary schedule. (HB 950, Section 7.18, amended by SB 187, Section 2.4(a))
9. Five days of annual leave bonus for 2012-13 (HB 950, Section 25.5, added in SB 187, section 6B.1)
10. Repeal of teacher prepay prohibition; return of preK eligibility standards to pre-2011 session (H966)

Chairman Bill Harrison directed State Superintendent Atkinson to convene a task force that includes curriculum specialists from LEAs, Department staff, IHEs (public and private) to identify and develop a set of comprehensive recommendations for revamping the content needs of elementary teachers particularly in reading and mathematics; this should parallel the revisioning effort that is being implemented at our university systems. He would like the recommendations by November for discussion, followed by action in December. The assessments go into effect June 2014.

Chairman Harrison also spoke briefly about the accountability and diagnostic assessment system. Chairman Harrison noted that there is funding for the K-3 diagnostic assessment. He wants to ensure that a plan is developed. Dr. Garland noted that staff members are already working on the plan. Chairman Harrison directed Mr. Price to work with the Office of State Budget Management (OSBM) to find resources to fund the ACT not to exclude the use of the reversion funds.

### **Announcements/Reminders, and Comments**

#### **Fall Board Retreat**

Under his remarks, Chairman Harrison asked Board members to hold September 4 on their calendars for the Board's fall retreat. The Board's planning group will meet following the Board meeting today to make a final decision on the retreat. Chairman Harrison will confirm the date with Board members within the next two weeks; he noted that the date may change.

#### **Personnel Items**

Chairman Harrison asked for a motion to grant career status to the following employees of the residential schools as discussed during Closed Session:

David Alexander Bird	Lee Ann Harbin
Lori Blake	Jana Lee Lollis
Amy Campbell	Stacie Polk
Deidre Dorsey	Danielle Roderick
Jeffery Frank	Kristin Nicole Todd
William Fulton	Adam Woodrum

*Upon motion by Ms. Christine Greene, and seconded by Ms. Shirley Harris, the Board voted unanimously to grant career status to the employees listed above as discussed during Closed Session.*

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Chairman Harrison asked for a motion to execute a four-year administrator contract with Ms. Ruth Anne Everett and Ms. Kelly Davis of the residential schools as discussed during Closed Session.

*Upon motion by Ms. Christine Greene, and seconded by Ms. Jean Woolard, the Board voted unanimously to execute a four-year administrator contract with Ms. Ruth Anne Everett and Ms. Kelly Davis of the residential schools as discussed during Closed Session.*

### **Meeting Highlights**

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board members cited the work around the accountability model - raising standards for every student; and helping teachers in the elementary grades become better reading teachers.

### **NEW BUSINESS**

#### **Approval of the Proposed 2013 SBE Meeting Schedule**

Chairman Harrison explained that to approve the schedule the State Board must vote to suspend the rules that state that its meetings will be held on the first Thursday of each month under the Board's Rules of Procedure (See SBE Policy # TCS-C-006). He reminded Board members that the only dates that are impacted are January, July, and August and that these are holiday driven in January and July. Chairman Harrison proposed the second Thursday for August so there will not be just three weeks between the July and August meeting.

Chairman Harrison asked for a motion to suspend the rules and adopt the proposed 2013 schedule as presented.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to suspend the rules and adopt the proposed 2013 SBE Meeting Schedule as presented. (See Attached Schedule)*

### **OLD BUSINESS**

Vice Chairman Wayne McDevitt announced a short meeting of the Global Education Task Force Committee immediately following the close of the State Board meeting.

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## **ADJOURNMENT**

Indicating no other business, Chairman Harrison requested a motion to adjourn.

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Patricia Willoughby, Board members voted unanimously to adjourn the July 11, 2012, meeting of the State Board of Education.*